

STRATEGIC SCHOOL PROFILE 2004-05

East Windsor School District
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

COMMUNITY DATA

County: Hartford	Public School Enrollment as a Percent of Town Population: 15.5%
2000 Population: 9,818	Public School Enrollment as % of Total Student Population: 94.5%
1990-2000 Population Growth: -2.6%	Percent of Adults without a High School Diploma in 2000: 17.9%
2000 Per Capita Income: \$24,899	Adult Education Enrollment in 2003-04 School Year: 48
Number of Public Schools: 3	Number of Adults Receiving Diplomas in 2003-04 School Yr.: 23
Number of Nonpublic Schools: 0	

Education Reference Group (ERG): G ERG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Price Meals	2004-2005	19.4	20.8	26.6
	2002-2003	16.4	19.5	25.4
% of K-12 Students with Non-English Home Language	2004-2005	5.6	3.9	12.5
	1999-2000	3.8	2.5	12.3
% of Elementary and Middle School Students above Entry Gr. who Attended this School the Previous Yr.	2004-2005	83.8	89.4	89.0
	1999-2000	91.7	90.2	86.3
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	2004-2005	86.2	76.3	77.0
	1999-2000	77.5	75.5	73.1
% of Juniors and Seniors Working More Than 16 Hours Per Week	2004-2005	29.0	20.4	22.1
	1999-2000	36.1	33.2	30.4

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment	
Grade Range	K-12
Total Enrollment	1,586
5-Year Enrollment Change	3.4%
Projected 2009 Enrollment	
Elementary	519
Middle School	443
High School	408
Prekindergarten, Other	62

Race/Ethnicity	Number	Percent
American Indian	5	0.3
Asian American	50	3.2
Black	212	13.4
Hispanic	113	7.1
White	1,206	76.0
Total Minority 2004-2005	380	24.0
Total Minority 1999-2000	204	13.3

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

District Narrative: Efforts to reduce racial, ethnic and economic isolation

The East Windsor Public School district participated in Project Choice during the 2004-05 school year. The following number of Project Choice students attended our three schools: 1) Broad Brook Elementary School: 17 students; 2) East Windsor Middle School: 25 students; 3) East Windsor High School: 7 students.

During the school year, a grant was written which enabled our Project Choice students to join our East Windsor students for CAPT preparation classes. This was done in an effort to raise CAPT scores. Forty-four students from East Windsor Public Schools attended the Metropolitan Learning Center in Bloomfield and were exposed to a magnet school setting. One student from France attended East Windsor High School and a group of East Windsor High School students toured France. A sister school project was initiated between the East Windsor Middle School and a Hartford K-8 school (Hooker School). Students exchanged visits to the schools and students communicated between the schools. The population of the district has become far more diverse from what it was five years ago.

About 80% of our high school students were engaged in either clubs or interscholastic athletics which further exposed our students to a variety of students within a cultural setting. Students from all three schools participated in a presentation of "Art at the Capitol" in order to display their presentation with children from other parts of the state. The district hosted a theatrical delegation from China and held a public performance of Chinese music, dance, opera, and song. High school students engaged in a Kids 'n Critters program to bring students of all social backgrounds together sharing a common interest and students presented the reptiles to elementary schools. High school students recognized specific weeks and months for groups which include African American, women, and Hispanic history through the media center and the classroom and Black History month. All East Windsor schools participated in East Windsor's Community Day. The high school engaged in a "Respect Me" program helping students increase respect for differences among people.

Broad Brook Elementary students participated in character education initiatives such as "Don't Laugh at Me" and "Second Step". The school housed an Early Beginnings program which allowed six Project Choice students to attend full-day kindergarten. Two-fourth grade classes participated in an interdistrict grant activity with a Hartford elementary school which allowed students to enhance student achievement via the development of higher order thinking skills in reading, writing, and mathematics.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

of Certified Staff



Teachers	106.2
Administrators	8.4
Department Chairs	0.4
Library/Media Staff	0.0
Other Professionals	5.0
% Minority 2004-2005	1.6
% Minority 1999-2000	1.7
# Non-Certified Instructional	46.0

Average Class Size		District	ERG	State
Grade K	2004-2005	19.5	17.3	18.5
	1999-2000	20.4	16.7	18.5
Grade 2	2004-2005	20.4	18.1	19.5
	1999-2000	22.4	19.2	19.8
Grade 5	2004-2005	22.8	20.1	21.3
	1999-2000	20.0	20.5	21.8
Grade 7	2004-2005	23.8	20.8	20.9
	1999-2000	23.2	21.5	21.9
High School	2004-2005	11.7	18.2	20.2
	1999-2000	19.1	18.8	20.0

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	13.5	14.2	13.2
% with Master's Degree or Above	46.7	76.2	78.5
% Trained as Mentors, Assessors, or Cooperating Teachers	27.0	27.3	27.7

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Yr.*	Dist	ERG	State
Elementary	935	969	987
Middle School	980	1,015	1,014
High School	986	973	1,003

*State law requires at least 900 hours for gr. 1-12 and full-day kindergarten, and 450 hours for half-day kindergarten.

Resource Ratios	District	ERG	State
Students Per Academic Computer	4.2	3.8	3.6
Students Per Teacher	14.9	13.8	13.8
Teachers Per Administrator	12.1	13.9	13.9

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	31.0	34.2	35.2

Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Generation % Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Grade 4 Reading	42.9	44.2	52.8
Writing	53.3	58.4	63.3
Mathematics	42.9	50.9	56.8
All Three Tests	28.6	31.3	41.2
Grade 6 Reading	42.2	57.9	60.5
Writing	40.2	55.4	61.3
Mathematics	41.2	58.8	60.9
All Three Tests	21.6	39.5	45.3
Grade 8 Reading	62.0	59.8	64.9
Writing	36.7	51.1	60.7
Mathematics	45.0	49.8	55.7
All Three Tests	27.1	36.5	45.2
Participation Rate	98.5	99.1	99.0



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, Second Generation, % Meeting State Goal: The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.




Conn. Academic Performance Test, 2nd Generation % Grade 10 Meeting State Goal	District 2004-05	ERG 2004-05	State 2004-05
Reading Across the Disciplines	42.3	41.3	48.9
Writing Across the Disciplines	52.8	51.9	55.2
Mathematics	39.1	41.4	47.8
Science	31.7	42.8	47.3
All Four Tests	18.8	21.5	29.2
Participation Rate	97.7	98.2	96.8



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SAT[®] I: Reasoning Test	Class of 1999	Class of 2004		
	District	District	ERG	State
% of Graduates Tested	66.2	61.9	67.9	74.8
Mathematics: Average Score	514	488	485	508
Mathematics: % Scoring 600 or More	18.4	6.7	12.8	23.3
Verbal: Average Score	503	495	490	508
Verbal: % Scoring 600 or More	20.4	11.7	14.5	22.0

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 2004	11.3	10.1	8.8
2003-04 Annual Rate for Grades 9 through 12	2.3	2.3	1.8
1998-99 Annual Rate for Grades 9 through 12	5.0	3.7	3.3

Activities of Graduates	Class of	# in District	District %	ERG %	State %
 Pursuing Higher Education	2004	75	77.3	76.9	81.5
	1999	53	71.7	73.0	78.3
 Employed or in Military	2004	18	18.6	17.4	14.1
	1999	18	24.3	20.7	17.1
 Unemployed	2004	2	2.1	0.2	0.8
	1999	0	0.0	0.7	0.9

DISTRICT REVENUES/EXPENDITURES 2003-04

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. ERG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	ERG	State
Instructional Staff and Services	\$8,081	\$5,082	\$6,287	\$5,676	\$6,282
Instructional Supplies and Equipment	\$327	\$205	\$242	\$236	\$242
Improvement of Instruction and Educational Media Services	\$278	\$175	\$398	\$204	\$387
Student Support Services	\$697	\$438	\$616	\$484	\$615
Administration and Support Services	\$2,070	\$1,302	\$1,092	\$1,125	\$1,101
Plant Operation and Maintenance	\$1,222	\$769	\$1,031	\$933	\$1,025
Transportation	\$922	\$537	\$485	\$580	\$487
Costs for Students Tuitioned Out	\$972	N/A	N/A	N/A	N/A
Other	\$94	\$59	\$122	\$121	\$120
Total	\$14,662	\$8,801	\$10,518	\$9,790	\$10,479
Additional Expenditures					
Land, Buildings, and Debt Service	\$553	\$348	\$1,149	\$979	\$1,171
Adult Education	\$22	\$468	N/A	\$1,822	\$1,057

Revenue Sources, % from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
With School Construction	64.1	33.3	2.6	0.0
Without School Construction	64.6	32.6	2.7	0.0

Selected Regular Education Expenditures, Amount Per Pupil and Percent Change from Prior Year. Selected regular education expenditures exclude costs of special education and land, building, and debt service.

Expenditures by Grade Level	District		ERG		State	
	Per Pupil	% Change	Per Pupil	% Change	Per Pupil	% Change
Elementary and Middle						
Total	\$7,440	0.0	\$7,950	2.7	\$8,620	3.8
Salaries and Benefits	\$5,958	2.8	\$6,466	3.5	\$7,120	4.0
Supplies	\$385	3.5	\$458	1.3	\$455	5.6
Equipment	\$34	13.3	\$89	-12.7	\$114	-8.8
High School						
Total	\$7,621	-2.7	\$8,285	4.6	\$9,316	1.3
Salaries and Benefits	\$6,035	1.6	\$6,572	7.6	\$7,529	1.7
Supplies	\$390	2.1	\$504	7.7	\$524	4.0
Equipment	\$34	9.7	\$95	-26.4	\$133	-13.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The East Windsor Board of Education strives to provide equitable funding to meet the perceived needs of students for each upcoming year. During the 2004-05 school year, the Assistant Superintendent helped to collaboratively develop a budget with the school administrators, school leadership teams, and parents (who were asked via parent groups for their input). The East Windsor Board of Education refined that budget to reflect both the needs of the students and the fiscal ability of the town. Unfortunately, it took four referendums to pass the budget and approximately \$590,000 was decreased from the original budget submitted by the EWBOE to the board of finance. Adjustments were made and personnel from each school were decreased as well as supplies and textbooks. A "pay for participation, pay for parking, and a pay for kindergarten" were initiated in order to preserve extracurricular activities at both the high school and middle school. All adjustments were collaboratively made by school administrators with input from leadership teams. The EWBOE made final decisions using several scenarios and considered potential effect of budget reductions on students. Unfortunately, the present funding for the East Windsor Public Schools is below the amount required for contractual obligations and fixed costs of insurance and utilities. Therefore, significant reductions and loss of personnel were required.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

East Windsor has increased its participation rate in the 2004 CMT to between 99%-100% for each test. The 2004 CMT results demonstrate that the AYP baseline was met in every category of reading, writing and mathematics in grades 4, 6, and 8. The 2004 CMT tests decreased in proficiency slightly except in grade 6 writing (showed an increase from 72% (2003/04) to 74.5% (2004/005)).

East Windsor High School increased the CAPT participation rate to over 95% in three of four 2005 CAPT tests. The writing across the disciplines continues to demonstrate improvement in proficiency (from 83.6% in 2004 to 85.9% in 2005). Reading scores remained about the same and both mathematics and science each showed about a ten point decrease. Part of the decrease may be due to the high transiency rate of students who transfer into the East Windsor Public Schools since grade 1 (44%) or the fact that several of the sophomore math sections were taught by several different substitute teachers prior to test. . When disaggregating the 2004 CAPT test, we found that the students who remained in East Windsor since grade 1 (56%) scored significantly higher than the students who transferred into the system after grade 1. Examples of percent of students who reached goal: mathematics 45% compared to 29% (transfer students); science: 41% compared to 25% (transfer students); reading: 56% compared to 33% (transfer students); and writing: 61% compared to 27% (transfer students). These statistics demonstrated that students who remained in the East Windsor Public Schools for ten years scored significantly higher than students who transferred into the system.

With the arrival of a new superintendent and a new curriculum director, principals of each school were given a framework to collaboratively develop (with their leadership teams) a CMT/CAPT improvement plan. These plans require the entire staff of each school to develop action plans with timelines and expectations for CMT/CAPT improvement.

At Broad Brook School, teachers have been trained in the administration of the DRAs as well as Phonological Awareness, and Road to the Code. Grade level teams developed quarterly and final math assessments and teachers in grades 2-4 developed curriculum maps for mathematics improvement for CMTs. Rules of respect and conflict resolution strategies were adopted in the school.

<p>Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.</p>

<p>For the school district website, see www.eastwindsorschools.org</p>
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